



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11551400
SAU: South Portland School Dept
School: Dyer Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

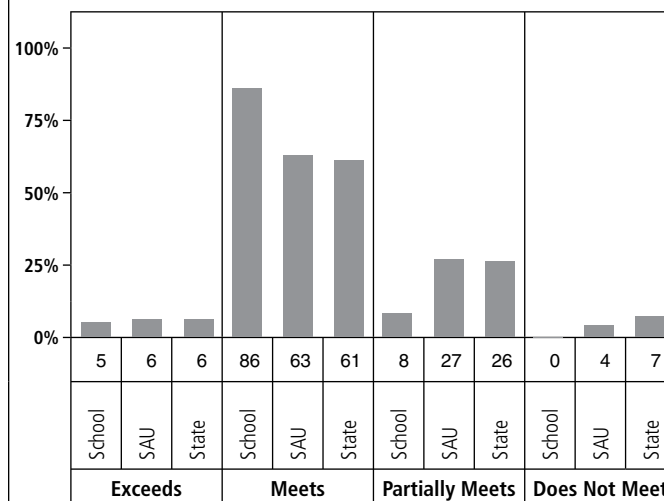
SAU: South Portland School Dept

School: Dyer Elementary School

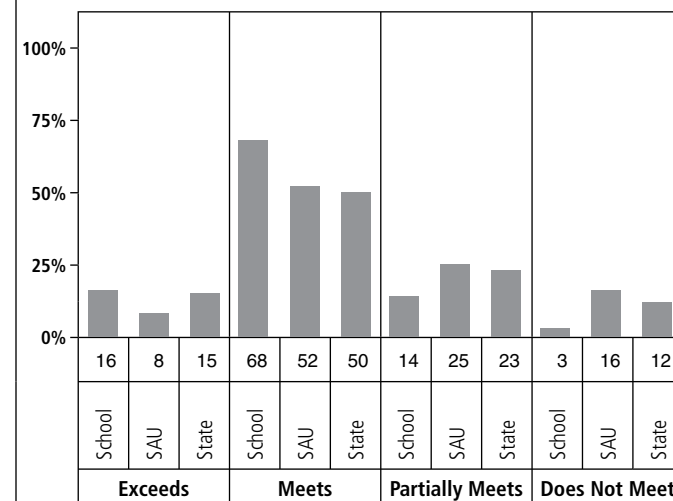
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	550	545	544
2007–2008	551	545	545
2008–2009	550	546	546
Cum. Avg.*	550	545	545
Mathematics			
2006–2007	552	544	546
2007–2008	553	543	546
2008–2009	552	544	547
Cum. Avg.*	552	544	546
Science			
2008–2009 **	544	542	543

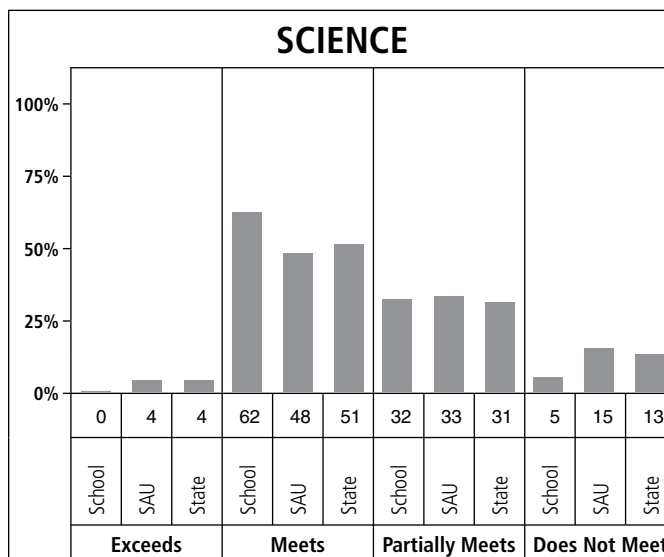
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: South Portland School Dept
School: Dyer Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	225	100	14212	100	37	100	222	99	14135	100	37	100	223	100	14144	100	37	100	224	100	14137	100
Ethnicity African American/Black	1	3	9	4	397	3	1	100	9	100	388	98	1	100	9	100	393	99	1	100	9	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	3	9	4	259	2	1	100	9	100	253	98	1	100	9	100	258	100	1	100	9	100	257	99
Hispanic	1	3	6	3	175	1	1	100	5	83	172	99	1	100	5	83	172	99	1	100	6	100	173	99
Caucasian/White	34	92	201	89	13271	93	34	100	199	100	13212	100	34	100	200	100	13211	100	34	100	200	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	4	11	33	15	2479	17	4	100	32	100	2454	100	4	100	32	100	2455	100	4	100	32	100	2451	99
Current LEP	1	3	11	5	374	3	1	100	9	82	359	96	1	100	10	91	370	99	1	100	11	100	366	98
Economically disadvantaged	6	16	87	39	5848	41	6	100	86	100	5815	100	6	100	86	100	5819	100	6	100	86	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	78	175	78	10849	76	29	78	184	82	10872	76	29	78	186	83	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	9	5	307	3	0	0	10	5	338	3
LEP	0	0	3	2	170	2	0	0	3	2	169	2	0	0	5	3	177	2
504 plan	1	3	3	2	123	1	1	3	3	2	121	1	1	3	3	2	126	1
Participation with accommodations	8	22	46	20	3122	22	8	22	38	17	3124	22	8	22	37	16	3019	21
Identified disability (PET/IEP)	4	50	31	67	1992	64	4	50	22	58	2000	64	4	50	21	57	1971	65
LEP	1	13	6	13	184	6	1	13	7	18	196	6	1	13	6	16	184	6
504 plan	0	0	2	4	84	3	0	0	2	5	86	3	0	0	2	5	81	3
Other	3	38	9	20	907	29	3	38	9	24	886	28	3	38	9	24	826	27
Participation through alternate assessment (PAAP)	0	0	1	0	164	1	0	0	1	0	148	1	0	0	1	0	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	19	0	0	0	1	0	20	0
Non-participation – other	0	0	2	1	58	0	0	0	1	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: South Portland School Dept
School: Dyer Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	9	12	5	702	5
	2007-2008	4	12	8	4	659	5
	2008-2009	2	5	13	6	836	6
	Cum. Total*	10	9	33	5	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	32	74	131	57	7730	55
	2007-2008	23	70	124	58	8195	58
	2008-2009	32	86	139	63	8495	61
	Cum. Total*	87	77	394	59	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	6	14	65	28	4182	30
	2007-2008	6	18	62	29	3800	27
	2008-2009	3	8	60	27	3667	26
	Cum. Total*	15	13	187	28	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	1	2	22	10	1419	10
	2007-2008	0	0	20	9	1362	10
	2008-2009	0	0	9	4	973	7
	Cum. Total*	1	1	51	8	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	34.5	71.9	31.0	64.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	17.2	71.7	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	17.2	71.7	15.7	65.4	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: South Portland School Dept
 School: Dyer Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	2	5	32	86	3	8	0	0	550	221	6	63	27	4	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										9	0	67	33	0	543	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										9	0	56	22	22	540	252	11	58	21	11	547
Hispanic	1										5	0	20	60	20	536	166	4	54	32	10	543
Caucasian/White	34	2	6	31	91	1	3	0	0	551	198	7	64	26	3	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	4										31	0	23	55	23	536	2290	0	29	47	23	537
No	33	2	6	30	91	1	3	0	0	551	190	7	69	23	1	548	11681	7	67	22	4	548
Current LEP																						
Yes	1										9	11	22	56	11	540	354	1	35	34	30	538
No	36	2	6	32	89	2	6	0	0	551	212	6	65	26	4	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	6	0	0	5	83	1	17	0	0	545	86	3	52	37	7	543	5716	2	51	35	12	542
No	31	2	6	27	87	2	6	0	0	551	135	7	70	21	2	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	37	2	5	32	86	3	8	0	0	550	221	6	63	27	4	546	13963	6	61	26	7	546
Gender																						
Female	17	2	12	14	82	1	6	0	0	551	110	9	65	20	5	548	6882	8	62	24	6	547
Male	20	0	0	18	90	2	10	0	0	550	111	3	60	34	3	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	37	2	5	32	86	3	8	0	0	550	221	6	63	27	4	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										14	43	57	0	0	560	450	26	72	2	0	557
No	37	2	5	32	86	3	8	0	0	550	207	3	63	29	4	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: South Portland School Dept

School: Dyer Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	552	3	0	43	57	0	540	4	2	40	34	24	540
B. less than one hour	81	2	7	27	90	1	3	0	0	551	71	5	65	26	4	546	70	6	63	26	6	546
C. one to two hours	16	0	0	4	67	2	33	0	0	549	23	8	66	24	2	548	24	7	61	26	6	546
D. more than two hours	0										3	14	14	57	14	537	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	1	7	13	87	1	7	0	0	553	34	7	77	16	0	550	36	10	67	18	5	549
B. good	47	1	6	14	82	2	12	0	0	548	49	8	56	32	5	545	47	5	62	27	6	546
C. fair	11	0	0	4	100	0	0	0	0	550	14	0	53	33	13	541	15	2	47	40	12	541
D. poor	0										4	0	50	50	0	541	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	1	13	6	75	1	13	0	0	551	23	14	59	25	2	548	31	9	65	20	5	548
B. They match some of what I have learned.	62	1	4	21	91	1	4	0	0	551	61	5	69	23	4	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	16	0	0	5	83	1	17	0	0	547	12	0	54	38	8	543	10	3	45	38	14	542
D. There is no match.	0										4	0	22	78	0	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	0	0	5	100	0	0	0	0	555	21	2	47	38	13	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	2	8	22	88	1	4	0	0	551	60	8	70	19	2	548	64	7	63	25	5	547
C. easier than my regular schoolwork	19	0	0	5	71	2	29	0	0	544	19	2	62	36	0	544	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	67	1	33	0	0	547	14	0	30	57	13	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	53	1	5	16	84	2	11	0	0	550	56	6	68	24	2	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	1	7	13	93	0	0	0	0	551	30	9	66	22	3	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	6	100	0	0	0	0	551	17	8	70	16	5	548	20	10	64	21	5	548
B. 20 minutes to an hour	84	2	6	26	84	3	10	0	0	550	65	6	67	24	3	547	56	7	65	24	5	547
C. less than 20 minutes	0										8	6	41	47	6	543	10	3	52	33	12	543
D. I rarely read at home.	0										10	0	41	50	9	540	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	9	0	0	3	100	0	0	0	0	547	25	4	56	29	11	543	25	3	53	33	11	543
B. six to ten pages	29	0	0	9	90	1	10	0	0	548	27	5	61	29	5	546	26	6	61	26	7	546
C. eleven or more pages	63	2	9	18	82	2	9	0	0	551	47	7	68	25	0	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: South Portland School Dept
School: Dyer Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	7	16	14	6	1711	12
	2007-2008	7	21	16	7	1617	12
	2008-2009	6	16	17	8	2119	15
	Cum. Total*	20	18	47	7	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	27	63	118	51	6778	48
	2007-2008	23	70	108	50	7284	52
	2008-2009	25	68	115	52	7046	50
	Cum. Total*	75	66	341	51	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	9	21	71	31	3884	28
	2007-2008	2	6	59	27	3341	24
	2008-2009	5	14	55	25	3193	23
	Cum. Total*	16	14	185	28	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	0	0	27	12	1683	12
	2007-2008	1	3	33	15	1778	13
	2008-2009	1	3	35	16	1638	12
	Cum. Total*	2	2	95	14	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.8	60.0	23.5	49.0	25.5	53.1
A. Number	18	38	11.1	61.7	8.8	48.9	9.8	54.4
B. Data	10	21	6.0	60.0	4.9	49.0	5.2	52.0
C. Geometry	10	21	5.0	50.0	4.5	45.0	4.7	47.0
D. Algebra	10	21	6.7	67.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: South Portland School Dept
 School: Dyer Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	6	16	25	68	5	14	1	3	552	222	8	52	25	16	544	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										9	11	22	44	22	542	385	6	35	28	30	537
American Indian or Native Alaskan	0										0					110	5	42	34	20	540	
Asian or Pacific Islander	1										9	0	33	33	33	533	257	19	50	20	12	548
Hispanic	1										5	0	20	40	40	533	166	9	43	31	17	543
Caucasian/White	34	6	18	24	71	3	9	1	3	553	199	8	55	23	14	544	13078	15	51	23	11	547
Not Reported	0										0					0						
Identified disability																						
Yes	4										31	6	13	32	48	531	2307	3	32	32	33	536
No	33	5	15	24	73	3	9	1	3	552	191	8	58	24	10	546	11689	17	54	21	8	549
Current LEP																						
Yes	1										10	10	10	40	40	532	365	5	33	30	32	536
No	36	6	17	25	69	4	11	1	3	552	212	8	54	24	15	544	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	6	0	0	5	83	1	17	0	0	547	86	7	42	22	29	539	5731	7	46	29	18	542
No	31	6	19	20	65	4	13	1	3	553	136	8	58	26	7	546	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	37	6	16	25	68	5	14	1	3	552	222	8	52	25	16	544	13988	15	50	23	12	547
Gender																						
Female	17	1	6	12	71	3	18	1	6	548	110	6	51	25	18	542	6889	14	51	23	12	546
Male	20	5	25	13	65	2	10	0	0	556	112	9	53	25	13	545	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	37	6	16	25	68	5	14	1	3	552	222	8	52	25	16	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										14	50	43	7	0	561	450	64	34	2	0	564
No	37	6	16	25	68	5	14	1	3	552	208	5	52	26	17	542	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: South Portland School Dept

School: Dyer Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	548	3	0	43	29	29	534	4	8	38	26	28	539
B. less than one hour	81	4	13	22	73	3	10	1	3	551	71	8	52	27	13	544	70	15	52	23	10	547
C. one to two hours	16	2	33	2	33	2	33	0	0	556	23	10	56	20	14	545	24	15	51	23	11	547
D. more than two hours	0										3	0	14	14	71	530	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	6	55	4	36	1	9	0	0	560	25	24	42	18	16	548	34	28	50	14	8	552
B. good	47	0	0	14	82	3	18	0	0	550	50	3	61	26	11	544	45	11	54	24	10	546
C. fair	19	0	0	5	71	1	14	1	14	544	20	0	40	33	28	537	18	3	45	33	19	540
D. poor	3	0	0	1	100	0	0	0	0	550	4	0	56	22	22	539	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	5	36	8	57	1	7	0	0	555	24	19	43	28	9	547	38	22	52	19	7	550
B. They match some of what I have learned.	51	1	5	14	74	3	16	1	5	550	57	6	58	21	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	0	0	3	75	1	25	0	0	550	15	0	44	32	24	539	11	6	40	30	24	540
D. There is no match.	0										3	0	29	29	43	535	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	22	1	13	5	63	2	25	0	0	551	26	3	57	22	17	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	59	3	14	16	73	2	9	1	5	551	60	7	50	28	15	543	64	15	53	23	10	547
C. easier than my regular schoolwork	19	2	29	4	57	1	14	0	0	556	14	19	48	16	16	547	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	1	25	2	50	1	25	0	0	552	9	11	32	32	26	539	7	6	39	27	27	539
B. 30–45 minutes	19	2	29	4	57	1	14	0	0	555	35	4	52	26	18	541	28	9	49	28	15	544
C. 45–60 minutes	62	3	13	17	74	2	9	1	4	552	50	10	57	23	11	546	41	17	53	21	9	548
D. more than 60 minutes	8	0	0	2	67	1	33	0	0	547	6	8	38	31	23	542	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	3	100	0	0	0	0	555	2	0	75	0	25	548	6	14	43	24	20	543
B. two or three days a week	43	2	13	11	69	3	19	0	0	550	29	5	59	25	11	543	24	17	52	21	10	548
C. two or three times each month	30	2	18	6	55	2	18	1	9	549	28	11	48	25	16	544	33	17	52	21	9	548
D. never or almost never	19	2	29	5	71	0	0	0	0	559	42	8	49	26	17	543	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	3	23	9	69	1	8	0	0	553	25	9	53	24	15	543	23	13	47	26	15	545
B. two or three days a week	44	3	19	10	63	2	13	1	6	552	32	8	51	30	11	544	31	17	52	21	10	548
C. two or three times each month	17	0	0	5	83	1	17	0	0	552	27	7	49	25	19	543	27	17	52	21	10	548
D. never or almost never	3	0	0	1	100	0	0	0	0	550	16	6	59	15	21	543	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										100	0	100	0	0	546						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: South Portland School Dept
School: Dyer Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	9	4	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	23	62	106	48	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	12	32	74	33	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	2	5	34	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.8	62.1	28.3	59.0	29.2	60.8
D. The Physical Setting	24	50	13.5	56.3	12.5	52.1	12.9	53.8
E. The Living Environment	24	50	16.2	67.5	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: South Portland School Dept

School: Dyer Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	0	23	62	12	32	2	5	544	223	4	48	33	15	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										9	0	56	33	11	540	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										9	0	56	11	33	536	256	5	51	27	17	542
Hispanic	1										6	0	17	17	67	527	167	1	40	37	22	539
Caucasian/White	34	0	0	21	62	11	32	2	6	544	199	5	48	35	13	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	4										31	3	16	35	45	531	2309	2	29	39	29	536
No	33	0	0	22	67	9	27	2	6	545	192	4	53	33	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	1										11	0	36	9	55	531	361	1	23	32	44	533
No	36	0	0	22	61	12	33	2	6	544	212	4	48	34	13	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	6	0	0	4	67	0	0	2	33	540	86	3	38	33	26	538	5729	2	42	37	20	539
No	31	0	0	19	61	12	39	0	0	545	137	4	53	34	9	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	37	0	0	23	62	12	32	2	5	544	223	4	48	33	15	542	13987	4	51	31	13	543
Gender																						
Female	17	0	0	9	53	6	35	2	12	542	110	5	47	31	16	542	6886	4	49	33	14	542
Male	20	0	0	14	70	6	30	0	0	546	113	3	48	35	14	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	37	0	0	23	62	12	32	2	5	544	223	4	48	33	15	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										14	43	57	0	0	561	450	25	72	2	1	557
No	37	0	0	23	62	12	32	2	5	544	209	1	47	35	16	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: South Portland School Dept

School: Dyer Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	552	4	0	38	13	50	535	4	2	37	35	25	538
B. less than one hour	81	0	0	18	60	10	33	2	7	543	71	4	50	32	13	542	70	4	53	31	12	544
C. one to two hours	16	0	0	4	67	2	33	0	0	545	23	4	50	36	10	543	24	5	51	31	12	544
D. more than two hours	0										3	0	0	43	57	526	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	14	0	0	3	60	1	20	1	20	541	19	5	46	37	12	542	26	7	56	26	11	545
B. good	57	0	0	15	71	5	24	1	5	546	56	5	53	28	14	543	53	4	53	31	11	544
C. fair	27	0	0	4	40	6	60	0	0	542	22	2	31	47	20	539	18	2	41	39	17	540
D. poor	3	0	0	1	100	0	0	0	0	548	3	0	86	0	14	545	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	16	0	0	3	50	2	33	1	17	542	16	3	51	26	20	542	23	5	56	28	11	544
B. They match some of what I have learned.	46	0	0	10	59	6	35	1	6	544	49	6	51	31	11	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	0	0	8	73	3	27	0	0	545	27	2	47	35	17	540	23	4	49	33	14	543
D. There is no match.	8	0	0	2	67	1	33	0	0	543	8	0	28	50	22	537	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	46	0	0	12	71	5	29	0	0	545	35	4	47	36	13	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	46	0	0	8	47	7	41	2	12	542	52	4	47	32	16	542	58	4	52	32	12	543
C. easier than my regular schoolwork	8	0	0	3	100	0	0	0	0	551	13	3	52	28	17	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	3	0	0	1	100	0	0	0	0	554	7	0	38	31	31	539	33	5	51	31	14	543
B. a few times a week	32	0	0	7	58	4	33	1	8	544	48	7	49	33	11	544	45	4	52	32	11	544
C. once a week	43	0	0	11	69	4	25	1	6	544	17	0	46	32	22	538	8	4	50	30	16	542
D. a few times a month	22	0	0	4	50	4	50	0	0	543	27	3	48	35	13	541	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	22	0	0	6	75	1	13	1	13	543	15	0	41	31	28	537	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	11	0	0	2	50	2	50	0	0	542	34	7	41	36	16	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	38	0	0	7	50	7	50	0	0	544	21	6	43	45	6	543	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	30	0	0	8	73	2	18	1	9	545	30	2	64	23	12	544	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	35	0	0	8	62	3	23	2	15	544	40	6	48	32	14	543	47	4	51	32	12	543
B. a few times a month	41	0	0	10	67	5	33	0	0	545	31	4	52	32	12	543	27	5	54	30	11	544
C. once a month	11	0	0	2	50	2	50	0	0	543	14	3	43	37	17	540	10	5	49	30	15	543
D. never or almost never	14	0	0	3	60	2	40	0	0	543	15	0	44	35	21	538	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	50	0	0	12	67	4	22	2	11	544	39	1	49	35	14	542	46	4	52	32	12	543
B. a few times a month	33	0	0	8	67	4	33	0	0	545	36	8	53	28	12	544	28	5	53	30	12	544
C. once a month	11	0	0	1	25	3	75	0	0	540	13	0	46	39	14	540	11	4	47	34	15	542
D. never or almost never	6	0	0	1	50	1	50	0	0	544	12	4	35	35	27	537	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										100	0	0	100	0	540						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number